

Teacher(s): Johnson

Subject: Tools for College Success

Week of: Sep 18 – 22, 2017

Week: 7

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): TCS 1: Students will acquire the attitudes, knowledge, and skills to be effective life-long learners.	Do Now: Guided Instruction (We do)- Why did you not do well on the test or why did you do well on the test? Opening: Focused Instruction (I do)- explain the work session will be focused on remediating the areas of weakness on the test Work Session: Guided Instruction (We do)- work through the test identifying test strategy mistakes and other errors by the students – REMEDIATION Closing: Guided Instruction (We do)- return the study guides for students to update or clarify for study for retest on Tuesday Power Block – read and mark article Home Learning: Study for retest	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A
	Purpose: To provide the students an opportunity to remediate what they failed to master			Summative:
Tues	Standard(s): TCS 1: Students will acquire the attitudes, knowledge, and skills to be effective life-long learners.	Do Now: Guided Instruction (We do)- 10 minute quick study Opening: Focused Instruction (I do)- review testing procedures; assist notebook prep as needed Work Session: Independent Learning (You do alone)- Complete retest OR Independent Learning (You do alone)- prep for notebook check if not retesting Closing: Guided Instruction (We do)- How effective was the study guide? Power Block – Complete first work sheet Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A
	Purpose: To provide students the opportunity to increase their areas of mastery			Summative:
Weds	Standard(s): ELACC9-10RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	Do Now: Guided Instruction (We do)- How many of you have done a CISM before? Opening: Focused Instruction (I do)- Present 2 short videos to hook students on what kind of mistakes can be made; Present the essential question Work Session: Independent Learning (You do alone)- Students complete their Predictive Written Response to Lesson Essential Question Guided Instruction (We do)- Review vocabulary (box them) and put definition in margin Focused Instruction (I do)- I read the text aloud and model coding of the text Independent Learning (You do alone)- as teacher reads, students code rest of article Closing: Guided Instruction (We do)- How many codings did we have? Power Block – Complete second work sheet Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> • CISM 	Formative: Teacher Observation Q&A 1 st Predictive Response Coding article
	Purpose: Today we will watch 2 videos to increase our tools for studying and complete a predictive written response to the essential question, address vocabulary issues and then begin coding of the article			Summative:

Thurs	Standard(s): ELACC9-10RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	Do Now: Guided Instruction (We do)- Prepare materials to continue CISM (complete codings then...) Opening: Focused Instruction (I do)- Model directed notetaking Work Session: Independent Learning (You do alone)- Complete Directed Notetaking Collaborative Learning (You do together)- check each other's notetaking for something you may have over looked Independent Learning (You do alone)- Complete 1st Revision Written Response to EQ Closing: Guided Instruction (We do)- How much has your written response changed? Power Block – Complete quiz Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> CISM 	Formative: Teacher Observation Q&A
	Purpose: Today we will complete the coding if necessary and then teacher will model notetaking for the students to complete same and then complete 1 st Revision Written Response to EQ			Summative:
Fri	Standard(s): ELACC9-10RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	Do Now: Guided Instruction (We do)- Prepare materials to continue CISM Opening: Focused Instruction (I do)- model generation of a complex question based on a section of the text Work Session: Independent Learning (You do alone)- Reread article and generate three I Wonder Questions Closing: Guided Instruction (We do)- categorize the I wonder questions and seek any answers from students Power Block – Review quiz results Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> CISM 	Formative: Teacher Observation Q&A
	Purpose: To allow the students to reread the article and generate I wonder questions to deepen comprehension and in preparation for			Summative: